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ABSTRACT

This booklet is intended to help counselors guide high school students in exploring nontraditional career options. It provides a brief historical perspective on the significance gender role stereotyping has had on U.S. society in the past, the impact it continues to have on the career decisions being made by current generations of young men and women, and the changes that will be necessary as schools attempt to prepare students for the changing workplace of the next century. Topics, covered briefly, include the following: gender equity, gender stereotyping, the past, history of equity legislation, the present, student self-images today, the effects of stereotyping on young men, the future, workplace trends, job and occupation growth, women and nontraditional work, apprenticeship and training programs in Northeast Indiana, associate and undergraduate programs and postsecondary educational facilities in northeast Indiana, program locator for training and postsecondary education in northeast Indiana, graduate schools and changing curricula, and changing demographics and attitudes. (KC)

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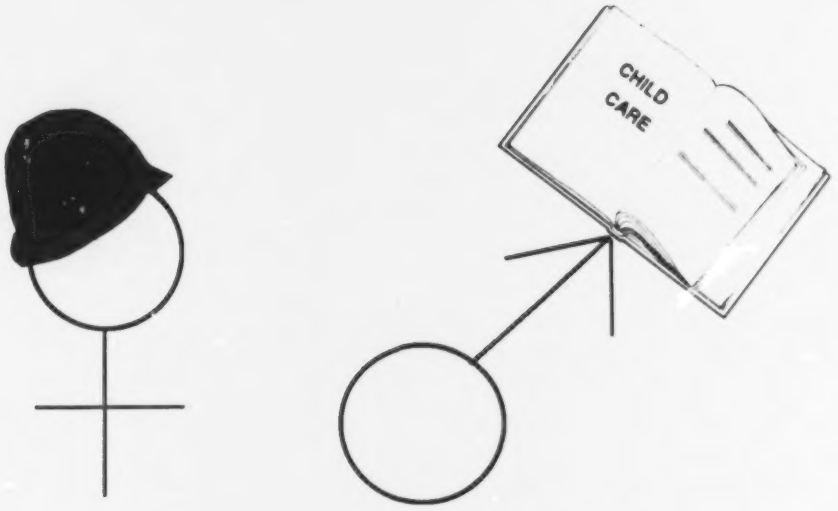
GENDER EQUITY



AND

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NONTRADITIONAL CAREER

CHOICES

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CONTENTS

Introduction	1
Gender Equity	2
Gender Stereotyping	3
The Past	5
History of Equity Legislation	9
The Present	12
The A.A.U.W. "Poll"	13
Effects of Stereotyping on Young Men	16
The Future	19
Workforce 2000 Trends	20
Job and Occupation Growth Chart	22
Women and Nontraditional Work	24
Apprenticeship and Training	25
Associate and Undergraduate Programs	30
Post-Secondary Educational Facilities	33
Program Locator	34
Graduate Schools and Changing Curricula	37
Afterword	40

THIS BOOKLET ON GENDER EQUITY AND NONTRADITIONAL CAREER CHOICES IS PRODUCED THROUGH THE COOPERATIVE EFFORT OF THE FOUR COUNTY AREA VOCATIONAL COOPERATIVE AND THE FORT WAYNE WOMEN'S BUREAU, INC.

Editor. . . . . Carol A. Couch

QUESTIONS? NEED MORE INFORMATION ON NONTRADITIONAL CAREER CHOICES? PLEASE CONTACT:

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FORT WAYNE WOMEN'S BUREAU, INC. ©
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INTRODUCTION

TO: GUIDANCE COUNSELORS:

This booklet on Gender Equity and Nontraditional Career Choices is one product of a Gender Equity Project under Gender Equity Services, Carl D. Perkins Vocational Act. It is directed to you due to your unique role as a high school counselor in a position to help high school students explore his or her individual capabilities and alternatives.

The booklet is an attempt to bring you and your students a brief historical perspective on the significance gender role stereotyping has had on our past as a society, the impact it continues to have on the career decisions being made by current generations of young men and women, and the changes that will be necessary as schools attempt to prepare students for the rapidly changing and challenging work place of the 21st century.

It is hoped that this booklet might serve two purposes:

To be used by you to share with your student population and, or

To be used as a hand-out to students who may use it as part of an independent search in exploring career possibilities.

Gender Equity Project #2-90-4500-1820, Vocational Education Region 3, Gender Equity Services, Carl D. Perkins Vocational Education Act, Federal Funding $65,000. Seventy-five percent of the project is funded with federal funds.

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GENDER EQUITY.....

Equal treatment and equal opportunity for all persons, regardless of their gender.

GENDER EQUITY IS NOT ACHIEVABLE UNLESS.....

Perceptions about who the genders are and what they do best are eliminated from our thinking.

CONSIDER THE FOLLOWING ASSUMPTIONS:

Girls play jump rope, ***boys*** play football. ***Girls*** are good at creative writing, ***boys*** are good at math and science. ***Girls*** are good at relationships, ***boys*** are involved in "serious" matters such as cars, work and sports. Dirt in any form distresses ***girls, boys*** equate dirt with fun and being manly. ***Girls*** aren't interested in real careers, they want to grow up to be wives and mothers. ***Boys*** will grow up to be the primary breadwinner, they aren't interested in kids and kitchens. ***Girls*** are warm, passive, and dependent. ***Boys*** are logical, aggressive and independent.

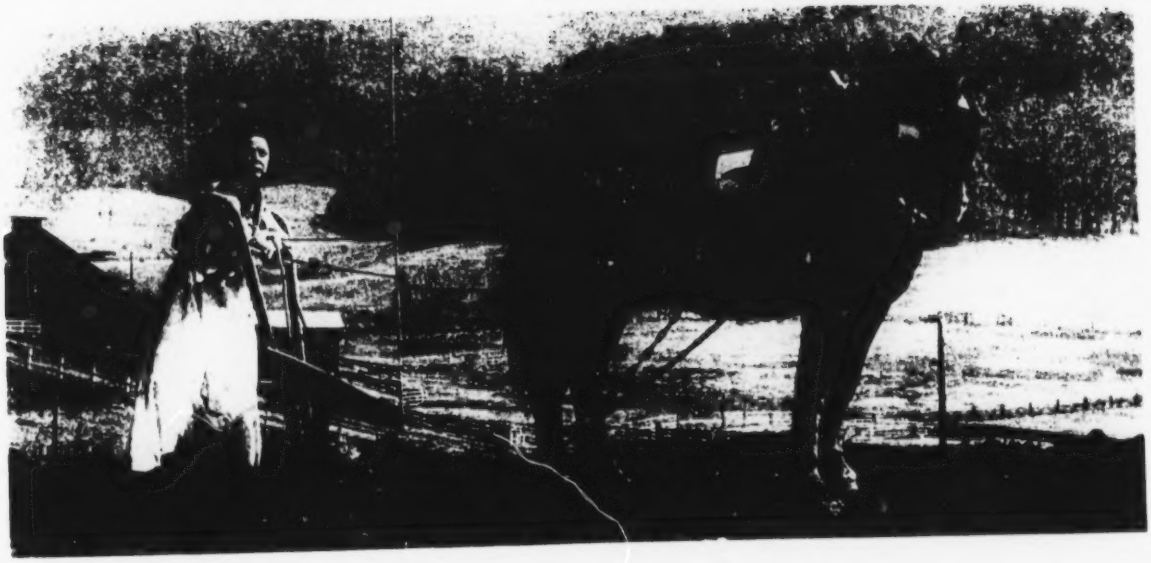
Even the most liberated among us still play some of these "old tapes" in our heads. As long as they remain part of our thinking, then we continue to accept gender role stereotyping as a legitimate definer of goals and ambitions!

The most destructive part of gender stereotyping is that in assigning specific personality characteristics to a gender, we negate the fact that **all persons are multi-faceted and talented**. There are gaping holes in that kind of logic.

For example:

If only boys are good at math and science, then nature must have designed the human brain on a "gender basis", excluding that part of the brain good at these subjects in girls and including it in boys only. If that were the case, **all** boys would be good at math and science. They aren't!

If boys are not **good** as **caretakers** and **nurturers**, then why have every social scientist and counselor since Freud emphasized the importance of a **male role model** in the life of each child in order to ensure his or her maximum potential and mental well being?



Back then, the working woman could enter the field of her choice.

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THE PAST

Historically, societies have always divided the work that needed to be done between the genders. The fact is, however, that the work and the gender who did it is as varied as the society, the culture, and the time period in history. *

Historian Will Durant writes. . . . .

"Most economic advances in early society were made by women rather than men. While for centuries, he clung to his ancient ways of hunting and herding, she developed agriculture, rolled thread into cotton cloth, developed sewing, weaving, basketry, pottery, woodworking and building."

Women worked equally with men in early Christianity, in the French Revolution, in the colonization of America, and on the farms and frontiers.

With the invention of the steam engine in 1712, the home lost out as the source for manufactured goods and the work moved to the factories. It was the Industrial Revolution and it created an expanded middle class of factory workers, foremen, merchants, bankers, importers and exporters. The "new" wealth allowed men to earn enough to support a family. A wife's genteel idleness became the mark of her husband's status!

Men were now identified as the "Breadwinner". Women became relegated to the role of "Caretaker" and became of secondary importance in the world of work.

---

*Today, women in developing nations control most activities in the informal economy. Women farmers grow at least 50% of the world's food; that figure rises to 80% in some African countries.

The girl that I marry will have to be

As soft and pink as a nursery;

The girl I call my own

Will wear satins and laces and smell of cologne.

Her nails will be polished and in her hair

She'll wear a gardenia,

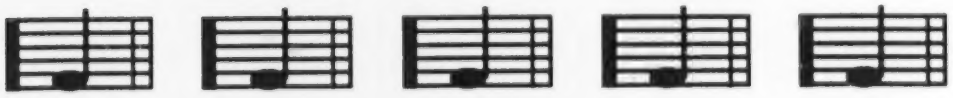
and I'll be there `stead of flittin"

I'll be sittin'

Next to her and she'll purr like a kitten.

A doll I can carry

The girl that I marry must be.



August, 1920

The 19th amendment is ratified. Women win the right to vote **one hundred and thirty years** after the Constitution was signed.

The 20's and 30's

Sigmund Freud publishes his theories on the psychodynamics of the genders. His primary conclusions - **Anatomy** is **Destiny**.

The 40's

America is at war! Thousands of young men enlist to serve in the "Last Good War". Women enlist also and thousands more leave their homes to fill the vacancies left in schools, businesses, shops and factories. "Rosie the Riveter" staffs the factories that will produce goods to fight a war and becomes symbolic of a nation's will to use all of her people resources to win the war abroad and keep the economic engine running at home.

In 1945, when the war ends, men come home and "need" the jobs now held by women. Women do their "duty". They go back home.

The 50's

A 50's musical ditty, "The Girl that I Marry" hits the top of the charts. Americans not only "buy" the song, they have "bought" the very real message that it conveyed. If a girl looks good enough, smells good enough, and **is** good enough, in other words, becomes a "**living doll**", she can anticipate that a "Prince" of a fella will come along, marry her, and they will "live happily ever after".

Our "living doll" could anticipate living out her fairy tale existence only if the 3 D's of disaster, death, divorce, and desertion, did not strike her life. If they did, she would find herself only one man away from poverty.

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The 60's

Women begin to question gender stereotyping and their traditional roles in society. The Women's Movement begins.

The 70's

In spite of the Women's Movement:

Access to nontraditional courses and to some vocational skills was practically denied to females and males.

Many schools had policies requiring completion of different vocational courses by males and females prior to graduation.

In 1974, almost **50** percent of all female students in vocational education were in consumer home economics, training for the unpaid work of maintaining the family. Another **29** percent were training for entry level clerical occupations.

Male students were concentrated in agriculture and industrial education.

This overt but widely accepted segregation of the genders ultimately led to the passage of EQUITY LEGISLATION prohibiting such practices.

The 80's

After two severe back to back recessions in 80-81 and 81-82, HAPPY DAYS ARE HERE AGAIN!

The stock market booms! America begins its longest post-war economic expansion. Yet, beneath all the good news, real problems are lurking.

> "Johnny and Johnni" can't read or write. The nation's public school system is considered to be "at risk".

History of Equity Legislation

TITLE IX of the Education Amendments of 1972

Title IX is the popular name for Title of Public Law 92-318. It added "sex" to the types of discrimination that are illegal. The primary provision is:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (20 United States Code Sections 1681 & 1682)

COVERAGE: Title IX covers educational programs, employment, health benefits, housing, athletics, admissions, financial aid, and all other educational programs.

WHAT discriminatory ACTIVITIES does TITLE IX FORBID?

**Title IX bans sex-segregated classes in business, vocational, technical, home economics, music, and adult education classes. The accepted definition of a segregated class is 75% or more of one sex.

TITLE II of the Education Amendments of 1976

This act amended the federal vocational education statutes by requiring fund recipients to take steps to eliminate sex bias and stereotyping.

It also set aside a special funds. Money was earmarked for, among others, consumer home economics programs for males and females, programs to eliminated sex stereotyping and bias, and vocational and guidance counseling.

(Title II, Public Law 94-482)

CARL PERKINS Vocational Education Act of 1984

This law continued the policies of Title II and set asided even more money to support sex-equity programs in education and the labor market.

Title II Part A sets forth permissible uses of funds. Of 57% of state Title II monies, 3.5% must be allocated to programs that are designed to eliminate sex bias and stereotyping, especially for women age 14 to 25.

Title III Part D provides grants for comprehensive career guidance and counseling programs. Counseling programs are required to encourage elimination of sex bias and stereotyping."

The Carl Perkins Act has the potential to bring about great achievement in sex equity. In each title, the act emphasizes the need to **go beyond the mere prohibition of sex discrimination in** education and the labor market. Rather, the act **requires programs to work toward eliminating sex bias and stereotyping.**

Adapted from Supplement to Indiana Guide to Sex Equity in Vocational Education byMichael O. Ellis and
James A. Pershing, Ph.D., Vocational Education Services, Indiana University, copyright Fall, 1988.
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The 80's cont.

Almost **3** million out of **21** million manufacturing jobs have been lost.

Hourly wages fell about **2** percent in real terms (adjusted for inflation) and gains were eaten up in higher health costs.

Family income also rose, but in large part because families worked harder. Over the 80's about 12 million more women went to work.

Rising income inequality continued between the rich and poor.

Almost **80** percent of women in the work force remained in low paying, low skilled jobs with little hope of advancement.

Women continue to be concentrated in only **20** of the **420** occupational classifications listed in the **Labor Department's Dictionary of Occupational Titles.**

Women earned an average of **69** cents for every dollar earned by a man.

Women head **15** percent of all families and **33** percent of these families live in poverty.

Women who work in the same occupations as men still do not earn equal pay.

Men who work in traditionally female occupations earn more than women working in those occupatioms.

"So according to the stereotype, you can put two and two togther, but I can read the handwriting on the wall."

THE PRESENT

The 90's

AMERICAN STANDS ON THE THRESHOLD OF THE 21ST CENTURY!

WE WIN THE PERSIAN GULF CONFLICT IN SIX WEEKS AND THE WORLD IS IN AWE OF THE DISPLAY OF THE TECHNOLOGY IN OUR SUPER WEAPONS..

AMERICA IS AGAIN A SUPER POWER, EXCEPT. . .

THE AMAZING TECHNOLOGY THAT WE OBSERVED IN THE PERSIAN GULF WAR WOULD HAVE BEEN **INOPERABLE** WITHOUT **JAPANESE ELECTRONIC COMPONENTS**.

IN **22** TECHNOLOGIES CONSIDERED IMPERATIVE FOR AMERICAN NATIONAL SECURITY, THE UNITED STATES IS AHEAD IN ONLY **10**.

ON THE DOMESTIC FRONT:

THE AMERICAN ECONOMY CONTINUES TO EVOLVE INTO THE WORLD ECONOMY. THE ECONOMY WILL CONTINUE TO EXERT DOWNWARD PRESSURE ON WORKER'S WAGES IN ORDER TO REMAIN COMPETITIVE IN A WORLD MARKET.

THIS MAY LEAVE AMERICA WITH ONLY ONE REAL OPTION FOR BOOSTING GROWTH IN LIVING STANDARDS - IT WILL CEDE UNSKILLED JOBS TO LOW-WAGE COUNTRIES WHILE PRODUCING AS MANY "VALUE ADDED" JOBS AS POSSIBLE SUCH AS TELECOMMUNICATIONS AND BIOTECHNOLOGY.

THE EMPHASIS MUST BE ON A SMARTER, BETTER EDUCATED WORK FORCE.

THE MORE THINGS CHANGE THE MORE THEY STAY THE SAME.

As recently as fall, 1990, the American Association of University Women commissioned a survey to examine the differences between boy's and girl's perceptions of themselves and their futures. The study included 3,000 young people, grades 4 through 10 in 12 locations nationwide. The study was focused on self-esteem and the effect that it has on a young person's sense of self and ability to make choices.

The findings in summary:

A GENDER GAP ON SELF-ESTEEM INCREASES WITH AGE

> "Girls, ages 8 and 9 are confident, assertive, and feel authoritative about themselves. They emerge from adolescence with a poor self-image, constrained views of their future and place in society and much less confidence in themselves and their abilities."

DECLINING SELF-ESTEEM, A GOVERNOR ON DREAMS AND ACTIONS, MORE STRONGLY AFFECTS GIRLS THAN BOYS

> Boys are more likely to feel they are "good at a lot of things". They are more willing to argue their point and to feel mastery of their talents.
>
> Adolescence and the inherent physical changes are traumatic for both genders, but:
>
> > Boys tend to see their physical changes as "getting bigger and stronger".
> >
> > Girls believe their physical changes lead in a negative direction and it reinforces their declining self-esteem.

HOW STUDENTS COME TO REGARD MATH AND SCIENCE DIFFERS BY GENDER.

The survey found a **strong** relationship between competence in math and science and self-esteem.

As a girl "learns" that she is not good at math and/or science, her sense of worth deteriorates and so does her level of aspiration.

If a boy is not good at math or science, he rationalizes that the subjects are not useful.

Girls internalize their difficulties with the subject matter and believe it was they who were "not smart enough" or "not good enough".

FAMILY AND SCHOOL, NOT PEERS, HAVE THE GREATEST IMPACT ON ADOLESCENT SELF-ESTEEM AND ASPIRATIONS

Contrary to the popular belief that peers dominate the world of the teenager, this study found:

For young women, feelings about academic performance correlates strongly with their relationship with their teachers. Teachers are very important role models for girls. High academic performance did contribute to higher self-esteem in girls.

Academic pride plays a much smaller role in the determination of self-esteem in boys.

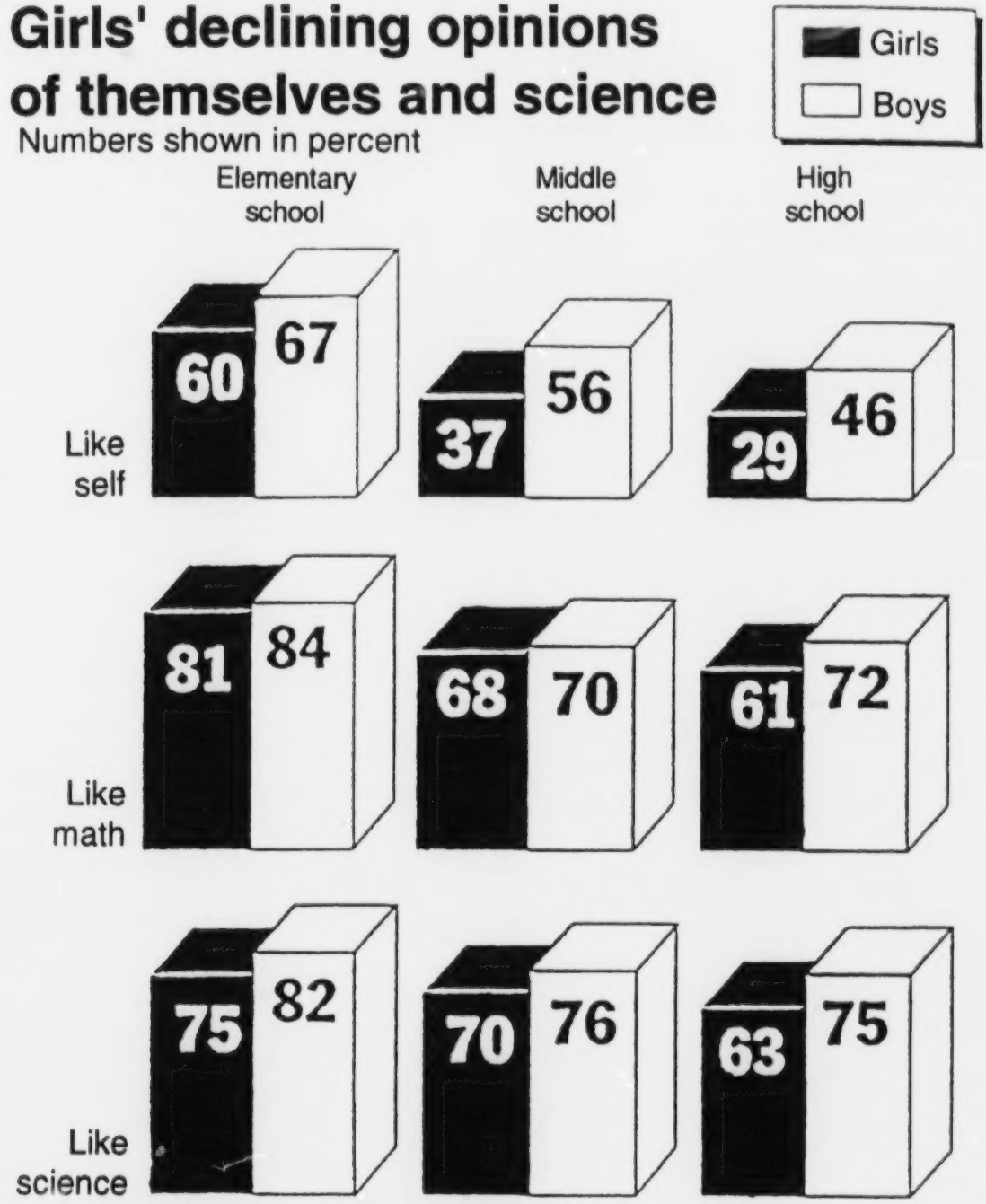
THERE IS A CIRCULAR RELATIONSHIP LINKING MATH, SCIENCE, SELF-ESTEEM AND CAREER INTERESTS

Students who like math and science are more likely to continue their education and aspire to careers.

THE CONCLUSIONS:

GENDER STEREOTYPES ARE STILL A MAJOR FORCE IN SHAPING THE CAREER EXPECTATIONS OF YOUNG PEOPLE!

Girls' declining opinions of themselves and science



Source: Shortchanging Girls, Shortchanging America

GENDER STEREOTYPING OFFERS YOUNG MEN MORE SUCCESS - BUT - IT BRINGS SUFFERING TOO.

Young men already have many opportunities and usually see more options for themselves. Unfortunately, they also literally "kill" themselves attempting to reach the masculine ideal.

Hyperactivity is nine times more prevalent in boys.

Boys are more likely to be identified as having emotional problems and there is a higher rate of male suicide.

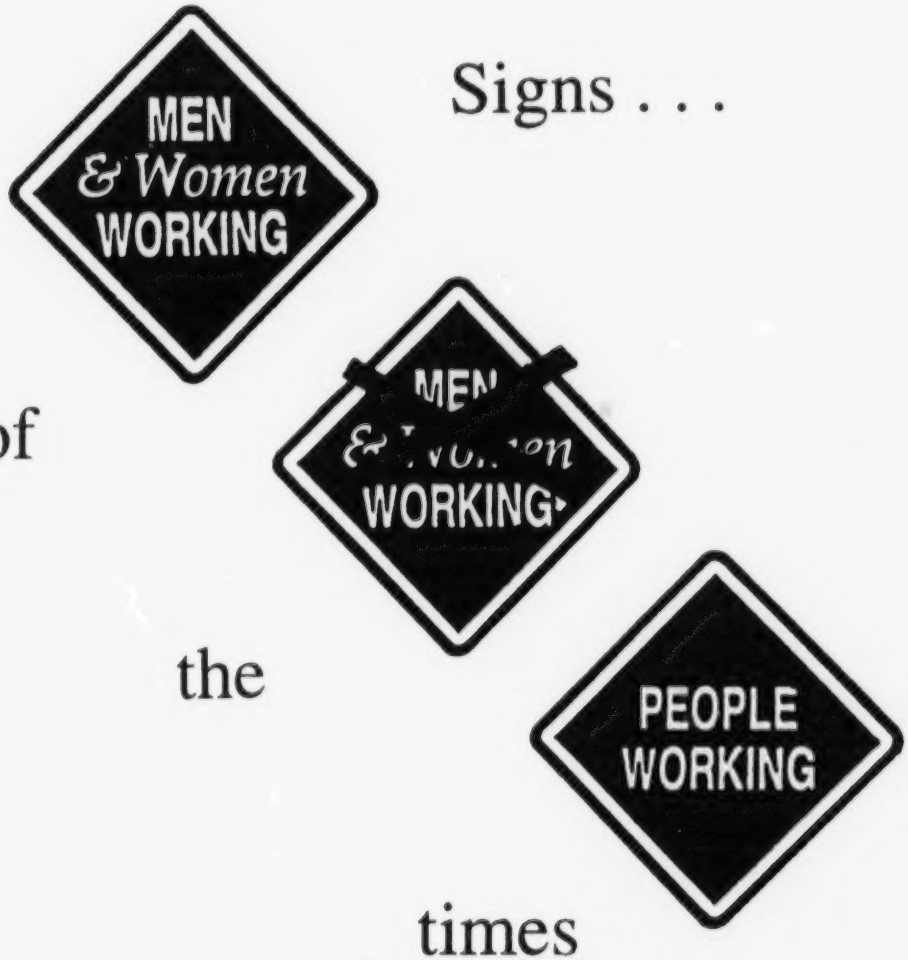
Boys who score high on "gender appropriate" behavior tests also score highest on anxiety tests.

The strain associated with conforming to the male gender stereotype also affects males physically. Males are more likely to succumb to serious disease and to be victims of accidents or violence. Male life expectancy is 8 years shorter than a female's.

"It always seemed strange to me", said Doc. "The things we admire in men, kindness and generosity, openness, honesty, understanding, and feeling are the concomitants of failure in our system. And those traits we detest, sharpness, greed, acquisitiveness, meanness, egotism and self-interest are the traits of success. And while men admire the quality of the first, they love the produce of the second."

John Steinbeck in Cannery Row

The Future



"Whatever became of auto repair and bookkeeping?"

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THE FUTURE

A high school student today belongs to a special group of young people in our society called the BABY-BUST generation. This means that they are part of much smaller group of young people entering the work force than the baby boom generation that flooded the labor market before them.

In real terms, this means:

> Although the American economy is expected to grow by **30** percent between 1988 and 2000, the labor force will increase by only **16** percent.
>
> Schools and potential employers will be very interested in this generation just because there are so few of them - at least until the mid-1990's.
>
> Since there are projected labor shortages, growth should continue in a more equitable labor market in the future; hiring will hopefully be based on a candidate's qualifications rather then gender.

EQUAL TREATMENT AND EQUAL OPPORTUNITY FOR ALL PERSONS SHOULD OCCUR MORE FREQUENTLY IN THE LABOR MARKET OF THE FUTURE

BUT

ONLY WORKERS HAVE THE EDUCATION AND TRAINING NEEDED BY EMPLOYERS!

Workforce 2000 Trends

Requirements for the Work Force - Some Startling Facts

BETWEEN NOW AND THE YEAR 2000, FOR THE FIRST TIME IN HISTORY, 86 PERCENT OF ALL NEW JOBS WILL REQUIRE SOME KIND OF EDUCATION OR TRAINING BEYOND HIGH SCHOOL.

BY THE YEAR 2000, PEOPLE WITH LESS THAN A HIGH SCHOOL EDUCATION WILL BE ABLE TO FILL ONLY 14 PERCENT OF ALL JOBS.

BY THE YEAR 2000, IT IS EXPECTED THAT NEW JOBS REQUIRING NEW OR DIFFERENT TRAINING WILL OCCUR AT THE RATE OF TWO JOBS PER WEEK! IT WILL BE INCREASINGLY RARE TO FIND A JOB, WORK, AND RETIRE WITH THE SAME CORPORATION - IN THE SAME JOB.

BY THE YEAR 2000, MOST WORKERS WILL NEED TO CHANGE THEIR CAREER DIRECTION AT LEAST FIVE DIFFERENT TIMES IN THEIR LIVES AS OLDER JOBS BECOME OUTDATED.

CAREERS THAT WILL BE HOT!

NEARLY **90** PERCENT OF JOBS CREATED BY THE YEAR 2000 WILL BE IN THE SERVICE SECTOR.

> Two industries in this sector - business services and health services - are expected to grow dramatically.
>
> In Health Services, an aging population will create demand for: Nurses, medical record technicians, surgical technologists, and E.E.G technologists.

THERE ARE PROJECTED EMPLOYMENT INCREASES OF 35 PERCENT OR MORE IN SUCH OCCUPATIONS AS ENGINEERING, TECHNICIANS, COMPUTER PROGRAMMERS, ELECTRONIC EQUIPMENT REPAIRERS AND RADIOLOGICAL TECHNOLOGISTS.

> The National Science Foundation has predicted there will be a shortage of about **400,000 scientists** and **275,000 engineers** by the year 2006.

70 PERCENT OF THE JOBS IN THE YEAR 2000 HAVE NOT BEEN CREATED YET!

WHAT'S NOT!

> Operators, fabricators, and **laborers** will grow by less than **1** percent over the 1988-2000 period.
>
> Agriculture, forestry, and fishing occupations will decline by nearly **5** percent by 2000.

THE MOST IMPORTANT PROJECTION IS. . . . . .

THE OCCUPATIONS REQUIRING THE MOST EDUCATION WILL GENERALLY GROW FASTER THAN OCCUPATIONS THAT HAVE LOWER EDUCATIONAL REQUIREMENTS!

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Occupations With the Largest Job Growth, 1988-2000
(Numbers in thousands)

Occupation	Employment		Change in employment 1988-2000	
	1988	Projected. 2000	Number	Percent
Salespersons, retail	3,834	4,564	730	19.0
Registered nureses	1,577	2,190	613	38.8
Janitors and cleaners, including maids and housekeeping cleaners	2,895	3,450	556	19.2
Waiters and waitresses	1,786	2,337	551	30.9
General managers and top executives	3,030	3,509	479	5.8
General office clerks	2,519	2,974	455	18.1
Secreataries, except legal and medical	2,903	3,288	385	13.2
Nursing aides, orderlies, and attendants	1,184	1,562	378	31.9
Truckdrivers, light and heavy	2,399	2,768	369	15.4
Receptionists and information clerks	833	1,164	331	39.8
Cashiers	2,310	2,614	304	13.2
Guards	795	1,050	256	32.2
Computer programmers	519	769	250	48.1
Food counter, fountain, and related workers	1,626	1,866	240	14.7
Food preparation workers	1,027	1,260	234	22.8
Licensed practical nurses	626	855	229	36.6
Teachers, secondary school	1,164	1,388	224	19.5
Accountants and auditors	963	1,174	211	22.0
Teachers, kindergarten and elementary	1,359	1,567	208	15.3

The Fastest Growing Occupations, 1988-2000
(Numbers in thousands)

Occupation	Employment		Change in employment 1988-2000	
	1988	Projected. 2000	Number	Percent
Paralegals	83	145	62	75.3
Medical assistants	149	253	104	70.0
Home health aides	236	397	160	67.9
Radiologic technologists and technicians	132	218	87	66.0
Data procssing equipment repaires	71	115	44	61.2
Medical record technicians	47	75	28	59.9
Medical secretaries	207	327	120	58.0
Physical therapists	68	107	39	57.0
Surgical technologists	35	55	20	56.4
Operations research analysts	55	85	30	55.4
Securities and financial services sales workers	200	309	109	54.8
Travel agents	142	219	77	54.1
Computer systems analysts	403	617	214	53.3
Physical and corrective therapy assistants	39	60	21	52.5
Social welfare service aides	91	138	47	51.5
Occupational therapists	33	48	16	48.8
Computer programmers	519	769	250	48.1
Human services workers	56	79	53	44.9
Repiratory therapists	56	79	23	41.3
Correction officers and jailers	186	262	76	40.8

A NATION AT RISK?

A COUNTRY'S STANDARD OF LIVING IS DEPENDENT ON A WELL-TRAINED, WELL-EDUCATED WORK FORCE.

AMERICAN IS FACING A CRITICAL SHORTAGE IN THE KINDS OF WORKERS IT WILL NEED TO BE COMPETITIVE.

NON-SKILLED JOBS WILL BE ALMOST NON-EXISTENT IN THE FUTURE.

> "Successful applicants for well paid production jobs at General Motor's Saturn plant had to prove mastery in math and verbal skills. Today's manufacturing processes required them to perform statistical quality control and industrial engineering tasks once done by workers with college degrees."
>
> Business Section, "The Vanishing Dream" **U.S. World and News Report**, April 22, 1991

FEWER ENTRANTS INTO THE WORK FORCE MAKES IT IMPERATIVE THAT NO YOUNG PERSON BE LOST TO EDUCATIONAL OPPORTUNITY.

> "Little direction will come from Washington. Any solutions will have to be worked out in 58,000 schools and 58 million plants and offices across the country.
>
> Frank Levy, "The Economic Future of American Families"

ALL YOUNG MEN AND WOMEN SHOULD BE INTRODUCED TO ALL OPTIONS, INCLUDING **NONTRADITIONAL CAREER CHOICES!**

Women and Nontraditional Work

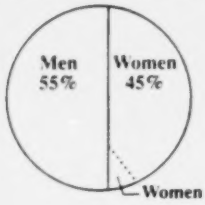
Nontraditional jobs for women are defined as those jobs in which 75% or more of those employed are men.

In 1988 51.7 million women were employed; 4.7 million women (9%) of all working women were employed in nontraditional occupations.

Occupational Categories	# of women in nontraditional jobs	Examples
Managerial, Professional	600,000	architect, lawyer
Technical, Sales, Administration	600,000	pilots, electronic technicians
Service	300,000	barbers, detectives
Craft, Production, Repair	1,200,000	auto mechanic, butcher, plumber
Operators, Fabricators, Laborers	1,500,000	typesetter, truck driver
Farm, Forestry, Fishing	500,000	farmer, logger
	4,700,000	

Between 1983 and 1988, the number of women in nontraditional jobs remained relatively unchanged at 4% of the total workforce.

Men and Women in Total Labor Force



Differences in race, age and marital status are minimal between women working in traditional jobs and women in nontraditional jobs.

Characteristics	% of All Women Working in: Traditional		Nontraditional
Race	85%	white	86%
	15%	nonwhite	14%
Age	48%	under 35	45%
	52%	over 35	55%
Marital Status	58%	married	55%
	42%	single	45%

Women in nontraditional jobs earn 20% to 30% more than women in traditional occupations.

Traditional Female Jobs	Women's Median Weekly Pay		Traditional Male Jobs
Secretary	$312	$392	Mechanic/ Repairer
Child Care Worker	$179	$281	Motor Vehicle Operator
Textile Sewing Machine Operator	$191	$440	Mail Carrier
Data Entry Keyer	$298	$335	Construction Worker

When women work in the same occupations as men they still do not earn equal pay.

Occupation	Women's Wage	Men's Wage	Wage Gap
Mechanic/Repairer	$392	$441	11%
Motor Vehicle Operator	$289	$383	27%
Mail Carrier	$440	$505	13%
Construction Worker	$335	$423	21%

Over the past 5 years, the greatest increase of women entering nontraditional jobs has been in the professional occupations.

Occupation	Percent Female 1983	1988
Lawyer	15.3%	19.4%
Physician	15.8%	20.0%
Photographer	20.7%	30.7%
Mngr., Marketing/Advertising	21.8%	32.0%

Even though most working women (74%) are in nonprofessional occupations, gains in those nontraditional jobs have been slight over the past 5 years.

Occupation	Percent Female 1983	1988
Electrician	1.5%	1.4%
Upholsterer	26.2%	22.0%
Machinist	4.1%	4.8%
Telephone Installer	9.9%	12.1%

National Commission on Working Women of Wider Opportunities for Women, 1325 G St., N.W., Lower Level, Washington, DC 20005 (202) 737-5764

Apprenticeship and Training

If a young person does not wish to attend college but is good with his/her hands, has a good math aptitude, loves the outdoors, and is not fearful of close spaces or heights, apprenticeship in the trades offers an avenue to well-paid interesting work.

WHAT IS AN APPRENTICE?

An apprentice is one who learns to become a skilled craftsperson through planned supervised work-on-the-job, plus related classroom instruction. The apprentice, when working-on-the-job, is a regular part of the work force, earns wages, and learns a skill in the process. The apprentice works with a skilled journeyman (a person who has completed and passed apprenticeship training). Most apprenticeships require four years of work-on-the-job training with a minimum of 160 hours of related classroom instruction a year to achieve journeyman status.

APPRENTICESHIP FOR YOUNG WOMEN;

Woman have traditionally been steered away from the consideration of a career in a skilled trade usually on the basis that they don't have the "right stuff". Most of the time, that is a matter of interpretation. It is only necessary to consider what women already can do well.

For example, if a woman -

Enjoys putting together jigsaw puzzles?
Can read and understand instruction for a Do-It-Yourself Project?
Can put together children's toys?
Can sew and use patterns?
Is able to plan a dinner - buy the appropriate amount of food, modify the recipes, correct for the amount of servings, and get it to the table - on time and hot - she already has the "right stuff"!

JOB CORPS HOPES TO ATTRACT WOMEN INTO NONTRADITIONAL CAREERS!

Job Corps will be attempting to attract young women into training programs for nontraditional jobs. Director, Peter Rell, says the goal of this effort is to enroll more women into training for the construction trades. "Studies show that women in the construction trades enjoy high wages, better fringe benefits, a wider variety of work schedules and great job security," notes Rell.

Information kits that include descriptions of 10 trades offered by Job Corps, a career ladder of the opportunities within each trade, and brochure on successful Job Corps graduates now enjoying rewarding careers in the trades, are now available, free of charge, to vocational guidance counselors, social service agencies, civic organizations, schools, and other groups that work with youth.

Requests should be addressed on letterhead to:

McKinney Distribution Center
P.O. Box 750
McKinney, Texas 75069
ATTN: Beverly Spradling

The ten trades offered by Job Corps includes:
brick masonry, cement masonry, carpentry, building and apartment maintenance, electrical wiring, landscaping, painting, plastering, plumbing and solar installation.

QUESTIONS: CALL JOB CORPS REGIONAL OFFICE
312-353-1311
INDIANA: 1-800-624-91

CLUSTER Subgroup Occupation	Estimated employment, 1988[1]	Percent change in employment, 1988-2000[1]	Numerical change in employment, 1988-2000[1]	Employment prospects
CONSTRUCTION TRADES AND EXTRACTIVE OCCUPATIONS				
Bricklayers and stonemasons	167,000	16	26,000	Increased construction of commercial, industrial, institutional, and residential structures will result in average employment growth.
Carpenters	1,106,000	16	180,000	Demand for new housing and industrial plants and the need to renovate existing structures will result in average employment growth.
Carpet installers	56,000	21	12,000	Demand for wall-to-wall carpet in new construction and the need to replace existing carpet will result in faster than average employment growth.
Concrete masons and terrazzo workers	114,000	17	19,000	Because concrete is an essential building material, increased construction should result in average employment growth.
Drywall workers and lathers	152,000	17	26,000	Employment is expected to grow as fast as average due to increased construction. Opportunities should be best in commercial construction.
Electricians	542,000	18	96,000	Average employment growth should result from the need to install and maintain electrical wiring in new facilities and replace existing wiring. Increased use of telecommunications and computer equipment should also create job opportunities for electricians.
Glaziers	49,000	18	8,600	Increasing use of glass for new commercial and industrial buildings and the need to replace glass in all types of buildings should result in average employment growth.
Insulation workers	65,000	19	12,000	Construction of new residential, commercial, and industrial structures should result in average employment growth. Asbestos removal and abatement programs will also contribute to employment opportunities.

[1] Estimates are from the BLS industry-occupation matrix.

CLUSTER Subgroup Occupation	Estimated employment, 1988[1]	Percent change in employment, 1988-2000	Numerical change in employment, 1988-2000	Employment prospects
Painters and paperhangers	431,000	16	70,000	Employment is expected to grow about as fast as average as construction activity increases and the number of buildings needing repainting grows.
Plasterers	27,000	8	2,200	The continued preference for drywall over plaster should result in slower than average employment growth. However, plaster may regain some share of the market because of the innovative coatings available, its durability, and the architectural effects it makes possible.
Plumbers and pipefitters	396,000	18	73,000	Construction of new industrial, commercial, and residential structures and maintenance of existing ones are expected to result in average employment growth.
Roofers	123,000	19	24,000	New construction and the need to repair and replace roofs will cause employment to increase as fast as average.
Roustabouts	39,000	1	(4)	Reduced exploration and production in the oil industry and increased automation in the oil fields will result in little or no change in employment. Job opportunities are best for roustabouts with previous experience or formal training in petroleum technology.
Sheet-metal workers	97,000	19	18,000	Employment is expected to grow as fast as average as more factories, shopping malls, homes, and other structures using sheet metal are built. Additional job opportunities will be created as more efficient air-conditioning and heating systems are installed in existing buildings.
Structural and reinforcing ironworkers	91,000	19	17,000	Growing demand for nonresidential buildings—as well as rehabilitation and maintenance of manufacturing facilities, powerplants, highways, and bridges—should result in average employment growth.
Tilesetters	26,000	22	5,800	Employment is expected to increase faster than average as tile is increasingly used in entranceways, foyers, and common areas of shopping malls and buildings.

[1] Estimates are from the BLS industry-occupation matrix.
[3] Excludes self-employed workers.
[4] Less than 500.

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FORT WAYNE CONSTRUCTION TRADES

A QUICK REFERENCE

THE MINIMUM AGE REQUIREMENT FOR ALL OF THE SKILLED TRADES IS 18

TRADE	HEALTH	EDUCATION	TESTS	WHERE TO APPLY	WHEN TO APPLY
Bricklayers	Dr.'s Cert	High School Diploma or Equivalency Certificate	Aptitude	Mr. Dan Parks Ft. Wayne Bricklayers JAC 3626 N. Wells Str. Phone: 482-1121	3rd and 4th Wed. 8 a.m. - 12 p.m.
Carpenters	Dr.'s Cert.	High School Diploma or Equivalency Certificate	Aptitude	Mr. Byron Reinhold N.E. Indiana Carpenter's J.A.T.C. 3800 N. Anthony Blvd. Fort Wayne, IN 46805 Phone: 483-6644	M.W.F. All year
Cement Masons	No Exam	High School Diploma Blue Print Reding Math Background Preferred Transcript of Records	None	Mr. Carl Wolfe Fort Wayne Cement Masons JAC 3626 N. Wells Ft. Wayne, IN 46808 Phone: 484-2299	After Jan. 1 Training Through- Out Winter
Electricians	Dr.'s Exam	High School Diploma (One Year of High School Algebra with Passing Grades Required.)	SR-72	Ms. Roseann Moss Fort Wayne Electrical JAC 136 Shambeau Dr. Fort Wayne, IN 46808 Phone: 483-6257	Applications will only be accepted if jobs are available
Laborers	No Exam	High School Diploma Preferred	None	Laborer's Local #213 514 E Washington Blvd. Fort Wayne, IN 46802 Phone: 424-1635	Anytime
Ironworkers	Dr.'s Cert.	High School Diploma or Equivalency Certificate	Flanagan Industrial Test	Ms. Anna Morken Fort Wayne Ironworkers JAC 1211 W. Coliseum Blvd Ft. Wayne, IN 46808 Phone: 484-8514	As Needed
Operating Engineers	Dr.'s Cert.	High School Diploma or Equivalency Certificate	Aptitude	Operating Engineers 3535 Harris Rd. Ft. Wayne, IN 46808 For Appenticeship Information. Call: Mr. Jerry Seager Phone: (317) 459-4189	Accepted Anytime

TRADE	HEALTH	EDUCATION	TESTS	WHERE TO APPLY	WHEN TO APPLY
Painters	No. Exam	High School Diploma or Equivalency Certificate	Painter's Local Union Test	Mr. Howard Davis Fort Wayne Painters JAC 3626 N. Wells St. Phone: 484-7924	As Needed
Plumbers Pipefitters and Steam Fitters	No. Exam	High School Diploma or GED Certificate	Aptitude	Mr. Leonard LaBundy Fort Wayne Plumbers JAC 5515 Industrial Rd. Fort Wayne, IN 46825 Phone: 483-1015	Last Week of Jan.
Sheet Metal Workers	Dr.'s Cert.	High School Diploma Transcript of School Records	Aptitude	Mr. Greg Geise Fort Wayne Plumbers JAC 3019 Waynewood Dr. Fort Wayne, IN 46809 Phone: 478-1614	March

QUESTIONS ABOUT ANY APPRENTICESHIP AND EMPLOYEES IN TRAINING PROGRAM CAN BE DIRECTED TO:

Northeast Council Office
6009 Stoney Creek Drive
Fort Wayne, IN 46825
Phone: 482-4144

ASSOCIATE AND UNDERGRADUATE PROGRAMS

Northeast Indiana has a large and varied selection of institutions that offer post secondary educational opportunities.

In exploring the type of institution that is appropriate for a student's needs and interests, it is advisable for the student to visit the campus and ask many questions.

A prospective student will want to know:

The specific requirements for a course
The type of instruction - classroom, on-the-job, etc.
Time requirements for completion
The cost
The types of jobs in the real world that will employ the skills being learned
The statistics regarding the need for workers in the specific field
The availability of remedial courses
The availability of financial aid
Whether the credits earned can be **transfered**
The placement services of the school

The advantage of choosing an institution that offers undergraduate degrees in addition to certificate programs and associated degrees is that in **many** majors, a student is able to earn a two year associate degree that will qualify him/her for the world of work. If circumstances change and the student wishes to return to school, the credits already earned can be applied to an advanced degree.

In the rapidly changing job scenario of the future, workers will return to a classroom setting several times during one career. It is not known whether the work place will have the **resources** or the **will** to do the retaining. It is important to choose courses of study that can be applied to future educational requirements.

Do You Have What It Takes To Get Into The Colleges Of Indiana?

The following well-balanced high school program of studies is recommended by the Indiana Association of College Admission Counselors:

1.	*College Preparatory English*	4 Years	Grammar Literature Composition
2.	*College Preparatory Mathematics*	3-4 Years	Algebra Geometry Advanced Algebra More, if possible
3.	*Laboratory Science*	2-3 Years	Biology Chemistry Physics, etc.
4.	*Foreign Language*	2 Years	Any Foreign Language
5.	*Social Sciences* (Non-survey courses)	2 Years	American History European History Government Sociology Psychology Economics, etc.
6.	*Introductory Courses*		Music Art
7.	*Skills Courses*		Typing/Keyboarding Basic Computing Industrial Technology

NOTE: Always check with the Office of Admissions at the college or colleges you are interested in to determine their particular admissions requirements.

IACAC

Indiana Association of College Admission Counselors

IPW

Office of Admissions
Indiana University Purdue University
at Fort Wayne
2101 Coliseum Blvd. E.
Fort Wayne, Indiana 46805-1499
(219) 481-6812

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POST-SECONDARY EDUCATIONAL FACILITIES IN N.E. INDIANA

Institutions	Address	Type	Phone No.
F.W.C.S Continuing Education	1200 S. Barr Ft. Wayne, In 46802	Adult Education	425-7653
Huntington College	2303 College Huntington, In 46750	Christian College of Liberal Arts of the Church of the United Bretheran in Christ	356-6000
I.T.T. Technical Institute	4919 Coldwater Rd. Ft. Wayne, In 46825	Non-denominational Technical School with emphasis on Secretarial, Engineering, Automotive, Electronics, Manufacturing, and Tool Engineering Technology	484-4107
Indiana - Purdue Fort Wayne	2101 Coliseum Blvd. E. Ft. Wayne, In 46805	Non-denominational State Univ. that offers 130 degree options including Associate Degrees, Baccalaureate Degrees, and Certificates	484-6100
Indiana Institute of Technology	1600 E. Washington Blvd. Ft. Wayne, IN 46803	Non-denominational Independent College of Engineering, Computer Science and Business. Associate and Bacculaureate Degrees	422-5561
Indiana Institute Technical College IVY TECH	3800 N. Anthony Blvd. Ft. Wayne, In 46805	Non-denominational Technical School. Offers training in 24 areas of business, health and technical fields	482-9171
International Business College	3811 Illinois Rd. Ft. Wayne, In 46804	Business and Secretarial	432-8702
Lutheran College of Health Professionals	535 Home Ave. Ft. Wayne, In 46807	Indiana's first hospital based college. Offers Associate Degree in Nursing, Bachelor of Science in Nursing, Associate Degree in Radiological Tech., and the only accredited Surgical Tech. program in N.E. IN	458-2451
St. Francis College	2701 Spring St. Ft. Wayne, In 46808	Private Catholic Co-Ed. Liberal Arts College. Offers Associate as well as Bacculaureate Degrees.	434-3100
Summit Christian College (Formerly Ft. Wayne Bible College)	1025 W. Rudisill Blvd Ft. Wayne, In 46807	Offers courses that prepare students for Christian Ministry	456-2111
Tri-State Universary	S. Darling St. Angola, In 46703	Private, Non-denominational Liberal Arts College granting Associate and Baccalaureate Degrees in 40 different subject areas	665-4132 or 1-800-347-4751

Program Locator

Instructional Program	Continuing Ed. - FWCS	Int'l Business College	Summit Christian Col.	St. Francis College	Luth. Coll. Health Pro.	Huntington College	Ivy Tech	Indiana Purdue--Ft. Wayne	ITT Technical Institute	Tri-State University	Indiana Institute of Tech.
Accounting	X	X		X		X	X	X		X	X
Aerospace Engineering										X	
American Studies				X				X			
Anthropology								X			
Applied Fired Science				X			X				
Architect. Tech./Drafting							X	X	X		
Arts/Crafts Education	X					X				X	
Auto Body Repair	X						X				
Automated Mfg. Tech.								X	X		
Automotive Service				X			X		X		
Biblical Studies			X			X					
Biology				X		X		X		X	
Bio. & Chem. Pre-Med						X		X			
Biology - Teaching						X		X			
Biology Pre-Nursing						X					
Biotechnology				X		X					
Blueprint Reading	X			X			X				
Business Administration		X	X			X	X	X		X	X
Business Education	X					X				X	
Cabinet & Furn. Making	X			X							
Chemical Engineering										X	
Chemistry	X					X		X		X	
Chemistry - Teaching						X		X		X	
Chemistry Technology						X					
Child Care							X	X			
Christian Counseling											
Christian Education						X					
Christian Social Work				X							
Civil Engineering				X				X		X	
Commerical Art				X				X			
Communications				X		X		X		X	
Computer Accounting	X										
Comp. Sci./Data Proc.	X					X	X	X		X	X
Computer Technology	X			X				X		X	
Construction Technology								X			
Guid. & Couns. (school)								X			
Criminal Justice								X		X	
Culinary Arts							X	X			

Instructional Program	Continuing Ed. - FWCS	Int'l Business College	Summit Christian Col.	St. Francis College	Luth. Coll. Health Pro.	Huntington College	Ivy Tech	Indiana Purdue--Ft. Wayne	ITT Technical Institute	Tri-State University	Indiana Institute of Tech.
Data Entry	X										
Dental Assistant								X			
Dental Health Education								X			
Dental Hygiene								X			
Dental Lab. Tech.								X			
Dentistry (pre)				X							
Dietary Assistant							X				
Drafting	X						X	X		X	
Early Childhood Ed.			X								
Economics						X				X	
Ed. of Mentally Retarded				X							
Education Technology								X			
Electrical Engineering								X		X	
Electrical Technology								X			
Electrical Wiring	X										
Electronics	X		X	X			X	X			
Elementary Education						X		X		X	
Engineering								X		X	X
Engineering Admin.										X	
English	X			X		X		X		X	
English - Teaching				X		X		X		X	
Environmental Sci										X	
Ethnic & Cultural Studies								X			
Farm Business Planning											
Fine Art				X				X			
Fd. Serv. & Lodg. Suprv.								X			
French								X			
General Science				X				X			
Gen. Science - Tchng.								X			
General Studies								X		X	
Geology								X			
German								X			
Health & Safety	X			X							
Health & Safety Ed.				X						X	
Hfg. Air Cond./Refrg.	X						X				
History	X					X		X		X	
History - Teaching						X		X			
History. Secondary Ed.				X				X		X	

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Program Locator

Instructional Program	Continuing Ed. - FWCS	Int'l. Bussiness College	Summit Christian Coll.	St. Francis College	Luth. Coll. Health Pro.	Huntington College	Ivy Tech	Indiana Purdue-Ft. Wayne	ITT Technical Institute	Tri-State University	Indiana Institute of Tech.
Hydraulics							X				
Industrial Engineering								X		X	
Industrial Maintenance	X						X				
Industrial Management		X					X				
Industrial Technology							X	X		X	
Interior Dec./Design	X							X			
Journalism										X	
Jr./Middle School								X		X	
Labor Studies								X			
Ling. & Eng. Lang.								X			
Long-term Care Admin.				X							
Machine Tool	X				X		X		X		
Marketing							X	X			
Mathematics	X					X		X		X	
Math - Teaching						X		X			
Mech. Drafting/Design	X						X	X	X	X	
Mechanical Engineering								X		X	
Mechanical Technology								X			
Medical Assistant							X				
Medical Technology						X		X			
Medical Terminology					X		X				
Medicine (pre)				X							
Mental Health Rehab.							X				
Mental Health Tech.								X			
Missions			X								
Missionary Nursing			X								
Music			X			X		X			
Music - Church			X								
Music - Education			X					X			
Music Therapy								X			
Nurses Assistant					X						
Nursing (PN)							X				
Nursing (RN)				X	X			X			
Office Administration										X	
Operations Mgmt. Techn.								X			
Pastoral Ministries			X								
Personnel								X			
Philosophy				X		X		X			
Photography				X	X						

Instructional Program	Continuing Ed. - FWCS	Int'l Business College	Summit Christian Coll.	St. Francis College	Luth. Coll. Health Pro.	Huntington College	Ivy Tech	Indiana Purdue-Ft. Wayne	ITT Technical Institute	Tri-State University	Indiana Institute of Tech.
Physical Education	X			X		X				X	
Physical Science										X	
Physics								X			
Physics - Teaching								X			
Political Science								X			
Pre-Law				X		X		X		X	
Preseminary Studies			X								
Psychology	X			X		X		X		X	
Psychology Teaching						X					
Psychometry				X							
Public Affairs								X			
Public Management								X			
Radiologic Technology				X	X						
Radio/Television/Film								X			
Reading Education				X							
Recreation Mgmt.						X					X
Respiratory Therapy							X				
Robotics Tech.							X		X		
School Administration								X			
Secondary Education				X				X		X	
Secretarial Sciences	X	X				X	X	X	X	X	
Sec'y Sci. - Teach.						X					
Small Gas Engines	X						X				
Social Science				X						X	
Soc. Sci., Secondary Ed				X						X	
Social Work				X						X	
Sociology						X		X			
Sociology - Teaching						X					
Spanish								X			
Special Education				X							
Speech								X			
Speech - Teaching								X		X	
Supervision								X			
Surgical Tech					X						
Technical Management										X	
Theater								X			
Urban Studies								X		X	
Veterinary Sci (pre)				X							
Welding	X						X				
Word Processing	X	X					X				

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The Professions

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In the April 29, 1991 issue of U.S. News and World Report, the magazine reported on the rankings of the **25** top graduate schools in Business, Medicine, Law and Engineering.

The report is significant for **two** important reasons:

1. **Indiana's representation in the rankings.** Indiana University at Bloomington ranked **18th** out of **25** in the top graduate schools of business.

   Purdue University ranked **7th** in the top **25** graduate schools of engineering.

   (Neighboring, Ohio State, ranked **2nd** out of **10** for graduate schools of medicine offering training in primary care.)

2. **The Graduate Schools that are training the next generation of professionals are changing their curricula to meet the challenge of the 21st century.** In doing so, they have recognized that many of the educational canons spawned as recently as the '80's are already **out of date**.

   Changing attitudes and subsequent curricula changes will probably also begin to be reflected in a changing emphasis on the education offered in undergraduate schools and technical training programs.

THE FOLLOWING CHARTS INDICATE A NEW EMPHASIS ON THE TYPES OF TRAINING THAT SCHOOLS MAY OFFER IN THE YEARS TO COME AS WELL AS THOSE SPECIALTIES THAT ARE "OUT" AND THOSE THAT WILL BE "IN".

A BRIEF OVER-VIEW OF THE CHANGING ATTITUDES AND CURRICULA IN GRADUATE SCHOOLS

PROFESSION	WHAT'S OUT	WHAT'S IN
BUSINESS A Slower Track for M.B.A.'s	Investment Banking and Finance Commerical Banking	Manufacturing and Marketing Companies Product Development
	Large Companies	Small Companies
	Number Crunchers	Holistic Managers that can manage people as well as money
	Staying primarily within the American Market	Expanding into other countries and cultures. Marketing to the European Common Market
WANTED:	Individuals with more diverse ethnic and intellectual character to bring their individual experience to the Marketing arena. Individuals with creative writing skills and minorities, please apply!	
MEDICINE	The old Medical College Admissions Test. It was weighted heavily toward the hard sciences with 4 out of 6 sections testing knowledge in biology, physics and chemistry.	The **new** Medical College Admissions Test stresses less science; more ability to read and analyze. Essay questions are back such as: "In a free society, individuals must be allowed to do as they choose". Students must be able to develop their arguments.
	Rote memorization of scientific facts	Problem solving through "hands-on" experience.
	The Specialist	The Primary Care Physician
	The Remote Scientist Physician	The Physician who can apply the "Art of Healing"; one with "bedside manners"
WANTED:	Students with liberal arts backgrounds particularly those who can "relate" to people!	

PROFESSION	WHAT'S OUT	WHAT'S IN
LAW	An ever increasing job market for graduates of Law Schools. There are now too few jobs for too many lawyers.	Lawyers with a specialty
	Generic Law. Lawyers who must charge "billeable hours" to research a subject.	Studying a single subject in depth.
	Real Estate, Mergers and Acquisitions	International law, Law of the Pacific Rim, Human Rights Law.

WANTED: Students with a background in Economics, Psychology, Medicine, History, Philosophy, Science and Literature to provide a more balanced and broadened person that understands historical perspective and the terms of the debate as they practice law!

ENGINEERING	The Technocrat who rarely focused beyond the laboratory test tube	The New Engineer, concerned with the political, economic, and social concerns of the country; i.e. the greenhouse effect, rebuilding an aging highway and infrastructure system, and helping Detroit build better cars and Industry produce better products.
	Defense Industry Engineers	Civil and Evironmental Engineers
	Engineering programs that fill their academic requirements with only engineering subjects.	Engineering programs that combine interdisciplinary study with engineering

WANTED: Engineers with a social conscience who want to shape and implement public policy!

AFTERWORD

When politicians talk about returning to "traditional family values", it is increasingly difficult to define exactly what that means.

Only **26** percent of us live in a family situation that has a resident mother, father, and children.

Only **5** percent of us are "traditional" families, i.e. those families having a "breadwinner" father, a "stay at home" mother and children.

The Beaver Cleaver family is almost extinct and **none** of the forementioned trends is expected to reverse itself into the foreseeable future.

By the year 2000, **80** percent of women between the ages of 24 and 54 will be in the work force; **two-thirds** of them will have children under the age of 18. Most women will spend close to **30** years in the work force (**40** years for those who choose not to marry).

Whether or not these women remain segregated in primarily "women's work" occupations is largely dependent upon their families', teachers' and counselors' encouragement and convictions that this world is a place of options for everyone. It will also require a renewal of a nation's "enlightened self-interest" to promote the education of **every child to her/his full potential regardless of gender.**

Historically, when the **roles were new** and the **rules had not yet been defined,** women and men have worked and shared equally. The 21st century may present such an era. Graduate schools are already changing their admission requirements to reflect a different standard for future students. Ironically, those characteristics that the schools are seeing as desirable are heavily weighted toward the personality traits that society has always assumed were **innate** in the female gender.

Changing demographics, global competition, and the **need** for an increasingly educated workforce **may** create the forces that will translate into a future of equity for all.

RESOURCES

A.A.U.W., "Shortchanging Girls, Shortchanging America", "The Poll", 1111 Sixteenth St. N.W. Washington, D.C. 20036

Gender Fair Counseling Strategies, Prepared by Melissa G. Dearson, and Katherine L. Bolyard, Indiana Commission on Vocational and Technical Education, Indiana, 1988.

Sex Equity in Education: Readings and Strategies, Edited by Anne O'Brien Carelli, Ed.D., Charles C. Thomas, 1988.

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